



April 25, 2008

Dear Members of the Washington State Board of Education,

Strategic Teaching would like to confirm that the Office of the Superintendent of Public Instruction (OSPI)'s April 25th, 2008 version is faithful to the revised *Expectations* offered by Strategic Teaching in its report "Edited Expectations for the K-8 Standards" dated April 14, 2008.

In response to the Board's April 18 motion, Strategic Teaching responds as follows:

1. Add more examples

Strategic Teaching generated many of the examples included in the Proposed Standards and those examples developed by OSPI are consistent with the intent of the revised *Expectations*.

OSPI has added some additional examples in its April 25th document, but many of the *Expectations*, such as "K.1.A. Rote count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1.," do not need examples. They are either self-explanatory or are best supported by explanatory comments.

Once approved by the State Board of Education (SBE) the *Expectations* will be final, but other aspects of the document could remain fluid. Additional examples, comments, and even sample activities and lesson plans can be developed and linked to each of the *Expectations*. This is work that could be done in the summer through professional development for K-8 and in the fall, after the high school standards are complete. This allows proper focus on the high school standards now and thoughtful development of examples for K-8 later.

2. Create more explicit statement about the calculator use

The SBE has also asked for language to further clarify calculator use that would become part of the guidance provided to the *Washington K-12 Mathematics Standards*. We agree such clarification is important as guidance, but not as part of the standards. We would prefer to wait until

the standards are written for high school, so that there is one coherent statement. If interim guidance is useful for K-8, we propose the following language:

“At the elementary level, the standards clearly specify that students are expected to know facts and basic computational procedures. These skills, as well as others, such as estimation, mental math, or hands-on measurement, should be taught without calculators so that students learn how to use rulers, balances, and other tools, including their minds or pencil and paper, to do certain kinds of mathematics. Additionally, students should be expected to continue to use these skills in subsequent grade levels to maintain their fluency with standard algorithms and their ability to mentally manipulate numbers.”

3. Conduct a good proofread

OSPI has conducted a thorough proof read in the attached April 25th, 2008 version.

As we begin our work on the 9-12 math standards, it may be necessary to make some minor adjustments. We want to bring this to your attention now, as some flexibility may be needed down the road when we can see 9-12 standards more clearly.

Sincerely,

Linda Plattner

Linda Plattner
President, Strategic Teaching